Best Boss Handbook

Erasmus+

Assessment Procedure for
Micro and Small Sized Enterprises Successors in
Tourism Industry

PROJECT NUMBER — 2014-1-DE02-KA200-001608

HANDBOOK TO THE BEST BOSS ASSESSMENT PROCEDURE AND TOOL BOX: BEST BOSS INVENTORY (BBI)

Index

List of abbreviations

BBI	Best Boss Inventory
Etc.	Et cetera
EU	European Union
FAQ	Frequently asked questions
FHM	Fachhochschule des Mittelstands
FPI	Freiburger Persönlichkeitsinventar
SME	Small and medium-sized enterprises

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1 Best Boss Inventory: Sense and Purpose

Discussions how to define "competence" and what instruments exist to measure them, occupied the minds of several researchers throughout several years. The European Union (EU) take on the following position:

"Key competences for lifelong learning are a combination of knowledge, skills and attitudes appropriate to the context. They are particularly necessary for personal fulfilment and development, social inclusion, active citizenship and employment. These key competences provide a reference framework to support national and European efforts to achieve the objectives they define. This framework is mainly intended for policy makers, education and training providers, employers and learners."[1]

So, as many understandings and opinions concerning "competencies" exist, as many instruments are there to handle them. One of these instruments, which in result shall be the BBI Tool Box, is presented in this paper.

The Best Boss Inventory (BBI) is a result of common work and development generated by eight partners from all over Europe. Joint motivation was the drive to change the difficult and challenging situation in the tourism sector: Although tourism is a worldwide leading economic sector, it is not seen as one. Furthermore, it's getting more and more unappealing for young and qualified staff, as working conditions are tough. Current company leaders face the lack of skilled successors who are willing to take over business. An instrument to find a suitable candidate for the appropriate leading position is necessary. This is sense and purpose of Best Boss.

BBI is targeting future successors, which means that these people are still applicants or candidates for the company's leading position. Furthermore, it can be used for leaders as well, as it assesses the leading behaviour of a person.
Still, BBI is focussing on successorship in small and medium-sized enterprises (SMEs) operating in tourism. It shall enlighten strengths and weaknesses of the candidates through showing their individual competencies. This makes the BBI an assessment instrument of personality traits, especially focussing on leading behaviour.

In the following, the BBI is going to be explained technically. Like this, every user shall easily be able to use the BBI as it's meant to be used. Furthermore, all background knowledge as well as the way of development is shown. This shall help future users understand the system of BBI far better.

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[1] Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006]. Online available: http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1429171929555&uri=URISERV:c11090.

2 Technical use and implementation of BBI

The digital surrounding for BBI is offered by the Fachhochschule des Mittelstands (FHM) Competence Center and is available online at www.bbi-t.com. This is the one and only webpage that offers the BBI. Additional programs, as Flash Player or Adobe, are not necessary. The only condition is a stable connection to the internet and access to the digital platform.

At first, the user has to sign in (pre-login) with Code and Password. As BBI is not applicable for everyone and due to data privacy and protection, the platform is secured like that. This way, the BBI is self-contained and shall be safe of misuse in any form.
Code and Password are thereby offered by FHM. This partner is responsible of equipping all partners with sufficient rights of access.

After the pre-login, the different countries involved in the international project Best Boss can choose their language. Four languages will be available throughout the pilot phase: English, German, Dutch and Romanian. These partners conduct the testing phase of the BBI.
For choosing a language, the user just has to click on one of the flags representing their country – respectively their mother tongue.

Figure 1: "Landing page of the BBI"
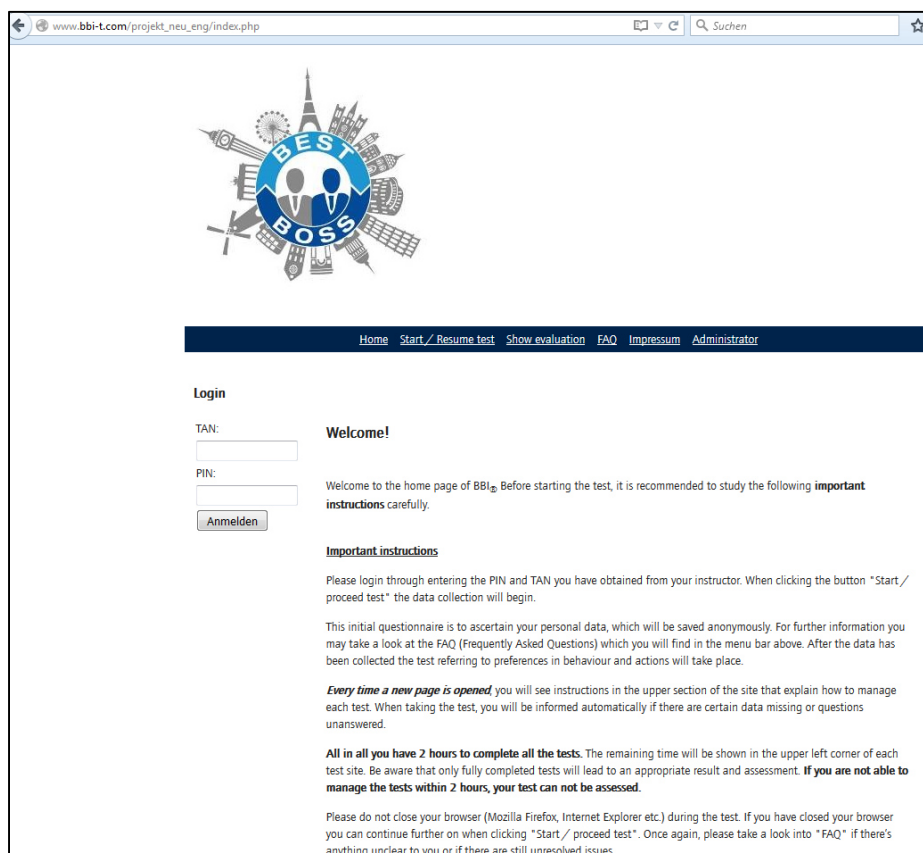
The landing page is showing up in the chosen language. The whole BBI is presenting itself consistently for all partners. Right at the top of the website a drop-down menu can be found. Here, users can coordinate their actions. It is possible to return to the landing page, the start and continuous work of the BBI is allowed, one can see their individual assessment, as well as an FAQ helps to find answers for the most frequent answers. Legal notice and an administrative section top this menu off.

First instructions and a short explanation are part of the landing page as well. Still, main focus shall be laid on the left corner. The candidate who takes the BBI test has to log in once again. This way, the anonymity and data protection shall be guaranteed. No applicant can take a look at other's results.

The log in is working with a TAN and a PIN, both are offered by FHM as well. Each partner gets access to about 120 PINs and TANs. The four partners conducting the pilot phase are handed over 10 additional accounts, as they have to test the BBI tool in practice first.

Entering the log-in enables participants to finally take part in the BBI tests. When clicking on "start / continue the test", the candidate can start with the test. BBI consists of four tests. In advance, some demographic characteristics are necessary to be collected. These will be used for the assessment procedure, as well as they will be used for generating the statistics in the project. Collected data contain gender, age, company size and type, current position in company, as well as information to the length of the management activities. Afterwards, the actual BBI test can start. In advance of each test, short introductions are offered.

The candidate cannot move on or go ahead to the next page when not finishing the current test. So, it is not possible to start Test 2 before completing Test 1. Furthermore, the test has to be finished within a certain time limit. The tester will recognize a clock in the left corner of the web site counting from 2 hours backwards. Purpose lays in the forced spontaneity of the candidate. The answers shall be given intuitively and without deep thinking. This method shall especially prevent candidates from trying to "give correct answers" (socially expected response behaviour) or attempts to deceive.

Right before and after a test, a short message is shown. Either the participants left an answer – then it's mentioned at the top of the test. Or the candidates completed a test and are enabled to check their answers once again. As soon as one test is finished it cannot be repeated or edited again. It is possible to stop the test and continue later on. Yet, this possibility is not recommended as this effects the results of the tests. All in all, the test itself will last about 45 minutes (average value). Afterwards, a short deliberation should take place, lasting about 30 minutes (average value).

After finishing all four tests of BBI, the candidate will be forwarded to the assessment sheet. Here, all tests are evaluated according to the future successor's answers. The test can only be taken once for a certain account. There will be no second chance for the applicants to edit their results.

Although the test cannot be retaken, the assessment results will be available afterwards. The applicants can choose this possibility from the drop-down menu on the landing / start page. Like this, results can always be replicable afterwards. The test itself cannot be seen again.

All of the results and responses candidates will give during the test will be saved and collected due to scientific research and evaluation of the project. Still, data are processed completely anonymously all the time.

3 Working with candidates before and during taking BBI

Target group consists of future (possible) business successors or leaders that just took over a SME in tourism. Therefore, the first step should be a direct interview with the current company's leader. In this interview expectations, ideas, thought of any kind and demands shall be discovered. Also scepticism and fears should be named and written down. The leader has to understand the value and purpose of BBI.

It is recommended to show the BBI to the leader. This way, both sides get an impression of the tool and can have a look at the question format. It can even help the leaders to evaluate their own leading behaviour. This leads to a comprehensive basis for further work. The leaders shall express their expectations of a leading person. This can be compared to the leading types of BBI.

Depending on the results of BBI, leaders and applicants might be disappointed. Yet, there are no "bad" or "wrong" results. Each personality and leading type has its strengths and weaknesses that should be recognized and considered appropriately. BBI is a tool to assess leading behaviour – it is NOT a judging instrument. Still, all partners have to consider possible reactions of direct and indirect participants.

In beforehand, the tool has to be explained to both the candidate and the leader. The test can be conducted by the future successor solely and without further help of the partners. The company leader should not be present to minimize pressure on the candidate.

Nevertheless, in the pilot phase it is essential to catch feedback from the participants. Therefore, the evaluation paper is to be used by all of them. The partners could also accompany the tester to gain as much experience out of it as possible.

Entering the log-in enables participants to finally take part in the BBI tests. When clicking on "start / continue the test", the candidate can start with the test. BBI consists of four tests. In advance, some demographic characteristics are necessary to be collected. These will be used for the assessment procedure, as well as they will be used for generating the statistics in the project. Collected data contain gender, age, company size and type, current position in company, as well as information to the length of the management activities.

These information shall enlighten the structure of the participants. Furthermore this inquiry will allow the individual assessment of the applicant. As the BBI is an instrument to evaluate ones personality traits and leading behaviour, this is dependable on fixed characteristics (such as demographics and current job position). Only this way, the results of the applicant can be compared to the population group in general.

The candidate has to answer these questions truthful and in the secure knowledge of data privacy. Afterwards, the actual BBI test can start. In advance of each test, short introductions are offered. In all tests of BBI, future successors shall tick the answers that fit best to them. It is important to answer spontaneously without deeper thinking.

The candidate cannot move on or go ahead to the next page when not finishing the current test. So, it is not possible to start Test 2 before completing Test 1. Furthermore, the test has to be finished within a certain time limit. The tester will recognize a clock in the left corner of the web site counting from 2 hours backwards. Purpose lays in the forced spontaneity of the candidate. The answers shall be given intuitively and without deep thinking. This method shall especially prevent candidates from trying to "give correct answers" (socially expected response behaviour) or attempts to deceive.

After finishing all four tests of BBI, the candidate will be forwarded to the assessment sheet. Here, all tests are evaluated according to the future successor's answers. Firstly, the candidates shall be given some time to reflect their results. Secondly, the Best Boss partner, current company leader and the candidate shall reflect the result together in a constructive dialogue. Once again – the result cannot be "good" or "bad". It shows the leading behaviour and personality traits of a person. This cannot and must not be changed completely. Yet, demand of further education can become obvious. Especially in the reflection, candidates should not be leaving without proper consulting.

All in all, the test itself will last about 45 minutes (average value). Afterwards, a short deliberation should take place, lasting about 30 minutes (average value).

4 Assessment structure of BBI

At the end of the four tests, an assessment sheet will appear which is individually assessed for each participant. This means, the BBI tool is actually consisting of four separate tests, which are assessed separately as well. The art and the task of each partner lies in finding appropriate coherences within the test, as this is the actual USP in this project. The tests are showing individual results, yet the solution lies in the combination of all tests altogether.

4.1 Interpretation of BBI Tool 1 and 2

BBI Tool 1 and 2 are empirical instruments used for determining several personality categories. Out of a comprehensive list of items and questions, BBI Tools 1 and 2 extract a variety of personality and behavioural traits at first. These are secondly compared to the key success factors of SMEs acting in tourism.

Generally, BBI Tool 1 and 2 evaluates leaders as certain types, when personal attitudes (e.g. Extra- or introversion) are matched with basic psychic functions. Thinking (cognitive) and Feeling (emotional) remain on the level "external locus of control", as sensibility (external) and intuition (internal) belong to the level of "Perception". The "Personal attitudes" and psychical functions are combined with "Attitudes toward the environment", which can be seen as analytical judgement and sensible perception. These 8 factor categories represent the leadership factors. Due to their internal structure (as shown above), 4 adequate assessment levels arise, evaluating the behavior and attributes of leaders: *Judgement, Perception, Personal attitudes and Environmental attitudes*.

BBI Tool 1 and 2 are thereby focussing on personality traits of candidates. It values *personal attitude* (either extroverted or introverted), *Perception* (either sensual or intuitive), *judgement* (either

analytic ability to judge or emotional ability to judge) and the *attitude to the outside world* (either perceptive or judgemental). A personality trait mostly shows a preference to either one or the other characteristic. This means, people tend either to being *sensual perceptive* or *intuitive perceptive*. Sometime, there are cases in which the values are nearly equal. Then, candidates show no certain preference in their personality. Therefore, BBI Tools 1 and 2 are correlating each other as both are aiming on personality traits of future successors in tourism.

There are certain factors that are assessed within these tests:
Extraversion – E
Thinking – T
Sensory Perception – S
Judgement – J
Introversion – I
Feeling – F
Intuition – N (as the letter "I" is already given to Introversion)
Perception – P

These 8 factor categories represent the leadership factors. Due to their internal structure, 4 adequate assessment levels arise, evaluating the behavior and attributes of leaders: *External locus of control, Perception, Personal attitudes and Environmental attitudes*.

Figure 2: "Factor categories BBI Tool 1+2 including their pairings"
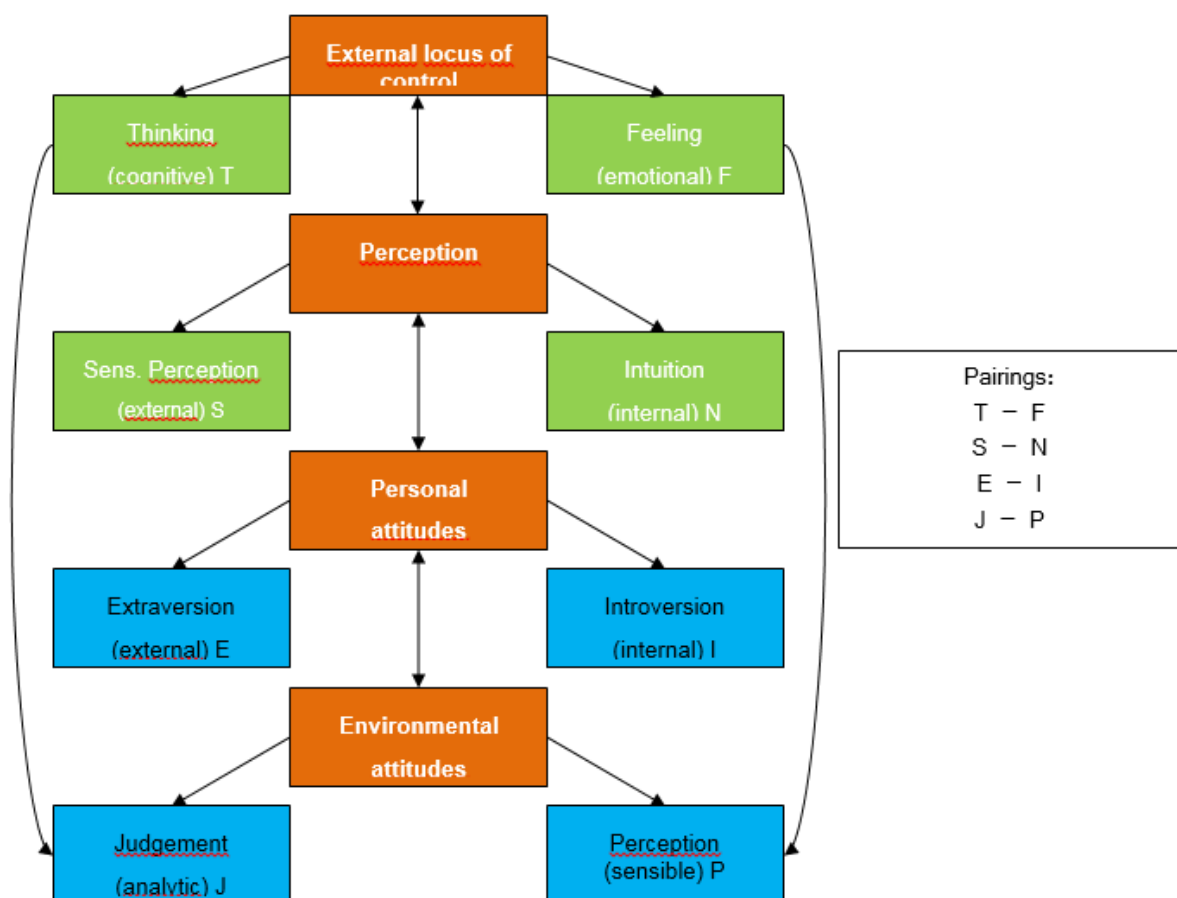
This way, 4 opposing pairings emerge. In each of these pairings only one factor can get a preference resulting in a higher scoring (e.g. the participant mainly acts introversive instead of being extroversive, which means I > E). The pairs are evaluated numerically on a scale (0-10) and expressed visually in the assessment sheet at the end of the tests (in the assessment the ordering of the factors is different from the graphic shown above).
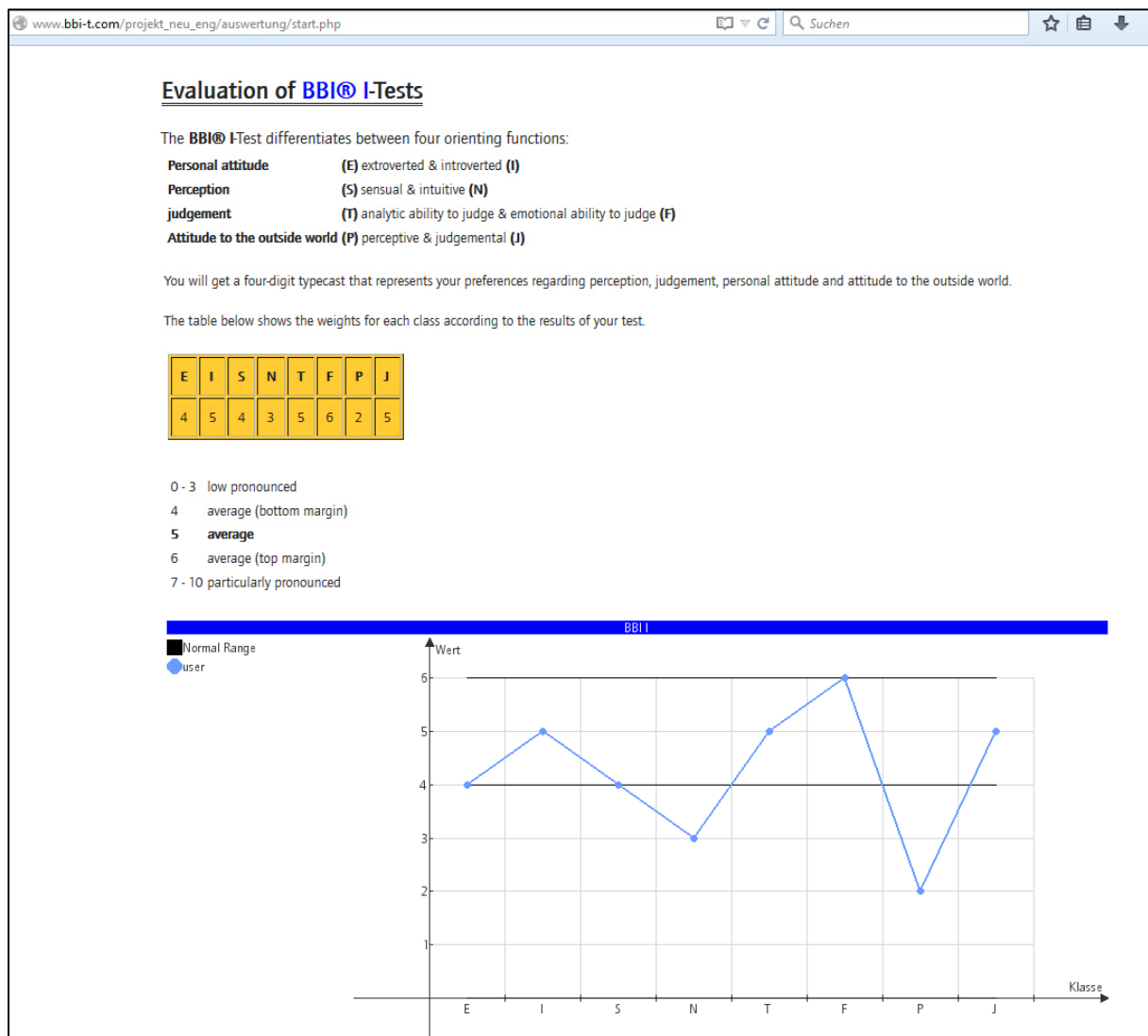
Personal attitudes		Perception		External locus of control		Enivronmental attitudes	
E	**I**	**S**	N	T	**F**	P	**J**
4	**5**	**4**	3	5	**6**	2	**5**

For each assessment level only the highest score is decisive for the further interpretation (as this is the dominating behavior the participant is expressing). Like this, several codings and combinations can be screened (dominant factors are highlighted in the above chart). In this example, the participant shows significant behavior as a leader in the classification "ISFJ".

Furthermore, the main focus is laid on "Perception" and "External locus of control" as these categories define a leading personality at their best. "Personal and environmental attitudes" flank these personality traits, yet only the "core" of these classifications are assessed in more detail as well. This example results in an "SF-Leader" for which the participant gets a certain assessment. In total, 16 of these leadership types are possible, resulting from the combination of the 4 opposing pairings. Further on, the visualization of the assessment will be explained in detail.

Figure 4: "Detailed assessment–sheet of BBI Tool 1"

Internally orientated, combined with judging attitude: **ISFJ**

Quiet; friendly; responsible-minded and conscientious. They do not possess great technical aptitude but are committed to fulfil their obligations and patient when it comes to details and routines. Personal relationships are important. They are loyal; considerate; and caring for belongings of others. Show their emotional judging side externally, whereas they rely on their sensory perception internally.

Managerial / leadership behaviour of the **SF**-*leader*
(Troubleshooter - subnegotiator - fire fighter)

Focus
- Demands of the organisation itself

Orientation
- products, which reflect present demands

Skills
- immediate opinions (answer to problems)
- open and flexible style
- Pragmatic basis

Self-praise for
- active orientation
- intelligence
- sense of timing

Questions / queries
- Which needs are predominant?
- What is the crisis?
- How quick can we do something?

Needs
- response / reply

Intentions / Guidelines / Ideology
- most importantly, the present situation is the principal focus
- the organisation has to be functioning to satisfy ongoing needs

Nuisance at work
- constraints
- Being told how work should be done
- doing things "as have always been done"

Values
- flexibility, change / diversification
- willingness to take risks
- action

Unsettle others by
- lack of endurance
- poor procedures
- carelessness and haste
- lack of priorities

Traps as managers
- difficult to be assessed
- inpatient with theoretical and abstract thoughts
- "shoots from the hip", draws a weapon without aiming
- Ignores the past and its influence the on future

As mentioned, the highest scores of the four personality categories result in a certain leader type. ISFJ are the highest scores in this example (I: 5; S: 4; F: 6; J: 5). These certain personality traits lead to a specific preference in leading behaviour further on.

The *emotional ability to judge* is assessed highest within this test result. All in all this shows that the applicant is relying on himself and his "gut feeling" combined with a judging attitude towards the outside world. This leads to the need of flexibility in working atmosphere, whereas this type is paying attention to the organization as well (*judging outside world*).

Like this, a complete assessment of the leader's type is given; including strengths and weaknesses of this leading behaviour. This test is further supported by BBI Tool 2.

Actually, BBI Tools 1 and 2 are quite similar and therefore measuring the same personality traits. This means, both tools are of the same structure. Yet, the difference in BBI Tool 2 is the self-weighted basis of the results, which is why the values of the eight classes are identified in another way.

Nevertheless, there can occur different results within BBI Tool 1 and 2. For example, the participant was assessed as "ESFJ" leader in BBI Tool 1, whereas the result of BBI Tool 2 reveals an "ESTJ" leader type. This might be a typical result of these tests. It shows, that 3 out of 4 categories are equal. This shows the validity of the BBI. Still, an inconsequent answering behaviour of the participants can lead to different effects in one or the other classification. Here, a standardization is necessary to find out the actual preference in the leading behaviour.

Therefore, the differences between two factors of one classification (in this case this is "Perception") in BBI Tool 1 will be compared with the other classification of BBI Tool 2. In a concrete example this will be explained further on:

At first, we have to compare the individual values and scores the participant got out of BBI Tool 1 and 2.

E	I	S	N	T	F	P	J
6	3	6	5	6	8	6	6

Example: Results of BBI Tool 1

E	I	S	N	T	F	P	J
33	7	25	15	27	13	15	25

Example: Results of BBI Tool 2

As the charts show, the result of BBI Tool 1 would be an ESFJ-leader type (validating the dominating scores). In contrast to this, BBI Tool 2 reveals an ESTJ-leader type. To get the final result of the leaders' classification, at first the difference in one category (Perception) is calculated. The higher value is divided by the lower score: For category "Perception" in BBI Tool 1, it is T < F (6 < 8).

The higher score is divided by the lower one: $\frac{8}{6}$ = 1,3.

For BBI Tool 2, it is T > F (27 > 13), which means: $\frac{27}{13}$ = 2,1.   → 2,1 > 1,3 → T > F → ESTJ-coding

The higher value of both is BBI Tool 2 (2,1). As this is the standardized value, the actual leaders' type of this participant would be an ESTJ-leader coding. This way, the both tests should be validated once more to get the final and definite result of this test. Should there be more than one variable be different than the other, this should be standardized for each variable as well. Yet, as far as the answering behavior of the participant is consistent, the two tests will get the same result.

4.2 Interpretation of BBI Tool 3

The measurement of cognitive empathy is focused in the third tool of BBI. In this test, the participant is presented with a series of 36 biometrical photographs of the eye-region of the face, and is asked to choose which of four words best describes what the person in the photograph is thinking or feeling. This test was conceived of as a test of how well the participant can put themselves into the mind of the other person, and "tune in" to their mental state.

Figure 5: "Assessment-Sheet of BBI Tool 3"

As shown in the figure above, participants can compare their results with an average value differentiated between male and female candidates. The average score of female participants is 21 out of 36; whereas male participants recognize 23 out of 36 pictures as correct.

BBI Tool 3 is primarily used to validate the test results of the other three instruments further on. Participants with quite low scores in BBI 3 seem to have low cognitive empathy. Yet, correlated with the other test results, this could mean that they are depending more on their *analytic ability to judge* while having an *introverted personal attitude*. These candidates can be experts on analysing data or conducting research.

This shows once again that all results of the BBI tests must be seen in combination.

4.3 Interpretation of BBI Tool 4

The twelve factors shown in the figure correlate among each other: e.g. high life satisfaction generates accordingly high social- and achievement orientation and means low values for inhibition, strain or physical discomfort. Also, worries about health care are a minor objective, whereas emotionally instability is well-marked. And all these factors are the pre-condition for our competencies and the results at all.

Figure 6: "Assessment–Sheet of BBI Tool 4"

Evaluation of BBI® IV-Tests

In the table below you will find twelve different values with the corresponding score you have achieved in the **BBI® IV** test. The different classes asscociated with the values are:

1. self-contentment
2. social orientation
3. performance orientation
4. inhibition
5. impulsiveness
6. agressiveness
7. stress
8. physical trouble
9. worries about health
10. openness
11. extroversion **(E)**
12. emotional destability **(N)**

In the table shortcuts from "1" to "10" are used for the first ten classes as well as "E" and "N" instead of extroversion and emotional destability. .

Your values:

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	E.	N.
4	6	6	2	1	3	6	2	2	3	6	5

1 - 3 low pronounced
4   average (bottom margin)
5   average
6   average (top margin)
7 - 9 particularly pronounced

Basis of this test is once again a self-assessment of participants. Sociable and open-minded company successors are more likely to win over employees and other stakeholders. Adequately, company successors with high performance- and social orientation (especially in tourism) surely act as a role model for staff and are preferred to other competitors. Therefore, company leaders should present themselves as stable personalities without any psychosomatic disorders or being easily overwhelmed. This means, leaders with distinct satisfaction and motivation for their profession are emotionally stable and can react socially flexible, as they are open-minded and non-aggressive. It is obvious that this is one of the basics to be a successful company leader in tourism-related SMEs.

The chart is getting clearer when reflecting the meaning of each factor (further information related to this topic can be found in chapter 5). Still, the following figure shows the correlation between the individual factors and thereby shows the combination of all categories:

Figure 7: "Visualization of correlations within BBI Tool 4"

Self-contentment	Social orientation	Performance orientation	Inhibition	Impulsiveness	Aggressiveness	Stress	Physical trouble	Worries about health	Openness	Extraversion	Emotional destability
1.	**2.**	**3.**	**4.**	**5.**	**6.**	**7.**	**8.**	**9.**	**10.**	**11.**	**12.**
↑		↑					↓				
↓		↓					↑				
	XXX				↓				↓		
↑		↑	↓								
			↑/↓				↑/↓				
↓				↑	↑	↑					
					↑/↓				↑/↓		
↓				↑		↑	↑				
↓		↑				↑	XXX				
							↑/↓	XXX			
↓				↑					XXX		
		↑	↓		↑/↓					XXX	
↓			↑	↑		↑	↑	↑			XXX

XXX… consider contentual definition of the classifications' scale

The chart shows once more visually the correlation between the different classifications. For example, a participant shows a high score of self-contentment. Then, performance orientation should result in a higher score, as well as the scores for inhibition and physical trouble would be lower. This way, the assessment matrix can be further explained to the participants.

Nevertheless, some correlations cannot be described as easily as high or low correlation. Therefore, the contentual aspects shall be considered.

5 Explanation to the BBI tools concerning content and development

To understand the BBI and its measurements, an explanation to its origins and developments is necessary. Therefore, all tools will be explained individually concerning their purpose, functionality and influence in the assessment of the test.

5.1 BBI Tool 1 and 2:

Basis for further thinking is the presumption that key success factors in SMEs can be reached and even improved sustainably through a professionalization of the successor's behaviours. Therefore, appropriate personality traits and characteristics in their behaviour should be recognized, generalised and furthermore transformed in regard to the key success factors of the company.

Special focus is laid on the successor's abilities of problem solving and decision-making, as they reflect these success factors in touristic SMEs. Moreover, they are the basis for a common understanding and joint working processes within labour force. Attention should be drawn to leadership which moves away from a purely authoritative style of administration to a more collaborative style of management and distributed leadership.

So, how can such developments become reality? Focused on these development achievements, FHM Competence Centre presents the implementation of the BBI Tools 1 and 2.

BBI Tool 1 and 2 are empirical instruments used for determining several personality categories. Out of a comprehensive list of items and questions, BBI Tools 1 and 2 extract a variety of personality and behavioural traits at first. These are secondly compared to the key success factors of SMEs acting in tourism.

These tools are based upon the realisation that references for company successors can directly be inferred from behavioural characteristics of current company leaders. The comparison of the characteristics is the result of empirical determined information classes concerning successful leadership skills and abilities.

This assumption can only become reality, if the tourism-sector itself and especially SMEs themselves are able to adapt a new view of leadership getting the best developed and highly talented successors. As a result, a competence profile of future managers and company successors is of crucial importance: increasing facets of the profession and increasing responsibility in sophisticated management positions go hand in hand with the general development of the whole company.

Decision-making processes, that are commonly conducted, go along with specific preferences in attitudes, assessment and behaviour of the leader or successor. Due to this reason, FHM Competence Centre developed the BBI Tools 1 and 2, which are focused on specific competence- and qualification profiles. They validate qualifications and competences which are essential to participative and systemic operations of business successors.

For further use, BBI Tools 1 and 2 rely on assessment approaches that are reflecting self-evaluation as well as external assessment consistently.

It seems that specific personality traits and profiles imply specific key success factors of leaders' behaviours, as well as successors' behaviours in our project context. Specialised literatures use the following competence-profiles (constantly recurring):

- Social competence
- Professional competence
- Leading competence
- Intercultural competence
- Communicative competence
- Methodological competence
- Personal competence
- Practical competence

On the one hand, such competence categories are relevant as they constitute leadership scopes and therefore are adequately useable for the following factors in BBI Tools 1 and 2. Due to previous studies, the results also consist of suitable proposals for differentiating and scaling, which enables the BBI Tools giving reason in the dimension of quantifiable competence indexes.

Although such competence spectres are important, FHM Competence Centre understands that they barely describe real processes of leadership. This leads to the characteristic of the BBI Tools 1 and 2: approved inventories for determining personality traits correlate methodologically with the derivation of competence profiles: The now generated indicators ensure relevant derivations representing key success factors of leaders' behaviours (in the proper sense of leadership performance).

This way, BBI Tools 1 and 2 present themselves as complex arrangement, combining individual behaviour - as well as profiled characteristics. Constructive competencies in leadership and personnel development are generated to be used in touristic SMEs. Characteristic attributes of the individual leader and the successor are focused within a comprehensive questionnaire regarding their self-perception.

Information classes belong to these characteristic attributes and can be associated with concrete competence profiles. They are a result of 8 personality traits (factor analysed) of successful leaders' behaviours. These classes – or categories – are partly redundant with factors of BBI Tool 4, whereas chosen quantities of the items are completely different.

The information classes concerning personality traits are:

Figure 8: "Information classes of personality traits"

Faktoren / Factors	Kodierung / Coding	Bezeichnung / Description
Extraversion	E	Extraversion
Denkweise	T	Thinking
Empfindung	S	Sensory Perception
Beurteilung	J	Judgement
Introversion	I	Introversion
Fühlen/Gefühl	F	Feeling
Intuition	N	Intuition
Wahrnehmung	P	Perception

The data generated within the BBI Tools 1,2 and 4 will be pooled within a reference data set of current existing company leaders in SMEs related to the tourism-sector. This way, quantitative and qualitative assertions can be ascertained concerning characteristic attributes as well as their collective representation. These results shall be used further on for finding appropriate company successors. Then again, the BBI Tool 1 and 2 can be used as an instrument for benchmarking analysis as well.

Generally, BBI Tool 1 and 2 evaluate leaders as certain types, when personal attitudes (e.g. Extra- or introversion) are matched with basic psychic functions. Thinking (cognitive) and Feeling (emotional) remain on the level "external locus of control", as sensibility (external) and intuition (internal) belong to the level of "Perception". The "Personal attitudes" and psychical functions are combined with "Attitudes toward the environment", which can be seen as analytical judgement and sensible perception. These 8 factor categories represent the leadership factors. Due to their internal structure (as shown above), 4 adequate assessment levels arise, evaluating the behavior and attributes of leaders: *Judgement, Perception, Personal attitudes and Environmental attitudes*.

Figure 9: "Leadership factors and their adequate assessment structure"
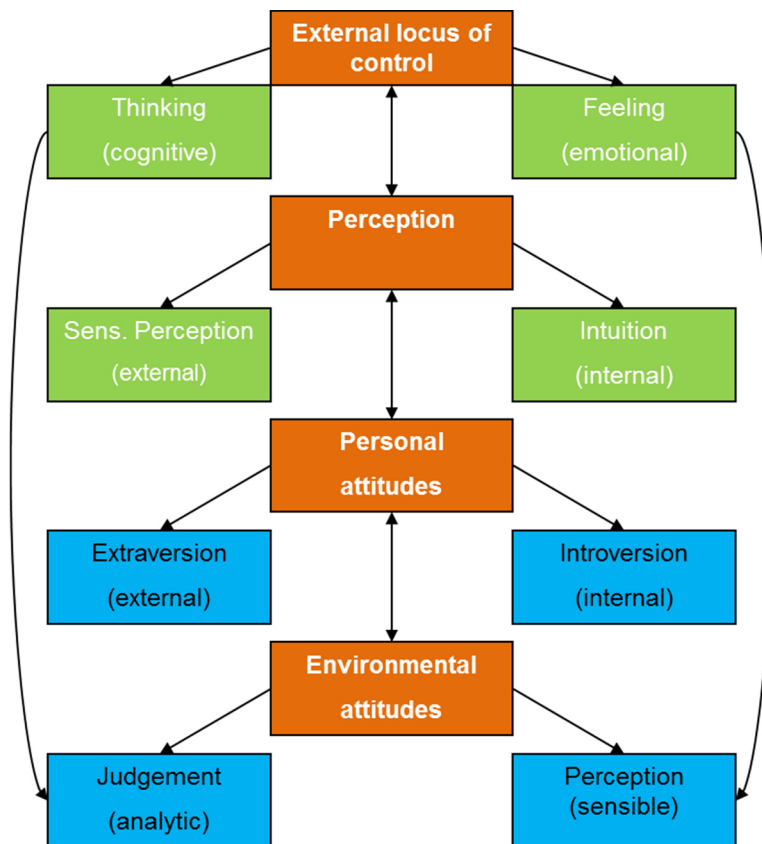
This adequate assessment structure can be correlated with BBI Tool 4 and furthermore interpreted in combination with the results of BBI Tool 3. Due to comparing certain sample-groups and the discussion of stratification characteristics this instrument can even be methodological extended by FHM Competence Centre. In total, 80 items are correlated within these 8 factor categories in BBI Tool 1, whereas BBI Tool 2 correlates 64 items in 8 factor categories.

This construction itself can already be used to describe preferences in behaviour, attitudes and assessment of people. In this setting, successors of SMEs showing distinctive abilities of analytical assessment (conscience), enormous sensible perception (resilience), clear structured thinking (continuity), personal actions (initiative) or intuitive achievements (creativity) are more likely to be adequate as company leaders, as they already possess positive attributes in decision-making- and leading-processes – essential abilities in tourism. This way, one of the ideal successors for SMEs can be found out of the spectre of possibilities more quickly.

5.2 BBI Tool 3

The measurement of cognitive empathy is focused in the third tool of BBI. In this test, the participant is presented with a series of 36 biometrical photographs of the eye-region of the face, and is asked to choose which of four words best describes what the person in the photograph is thinking or feeling. This test was conceived of as a test of how well the participant can put themselves into the mind of the other person, and "tune in" to their mental state.

It shall give proof of the ability to attribute mental states to oneself or another person, and this ability is the main way in which people make sense of or predict another person's behaviour.

Figure 10: "Example of the RME-test（adults）"
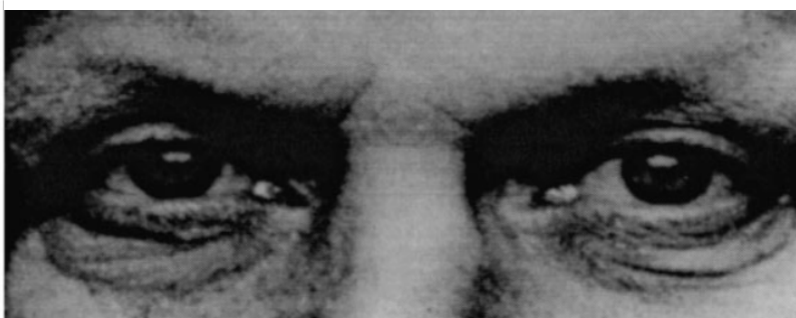
An example of a (male) stimulus used: in the first version word choices were serious (correct) vs. playful. In the revised version the word choices were serious (correct), ashamed, alarmed, and bewildered.

"Reading" feelings in the eyes of a counterpart requires the ability to get a hold of one's own feelings. This results in the ability to sense the feelings of others and furthermore it enables to understand these feelings.
Cognition is inevitable for this process of understanding and enables a person to being empathetic. Great company successors in touristic SMEs should possess the ability of cognitive empathy to understand, motivate, coordinate and therefore *lead* individuals, teams or employees efficiently.

5.3 BBI Tool 4

Starting point is the "Freiburger Persönlichkeits-Inventar (FPI)" (Inventory of personality traits developed in Freiburg). It is one of the most famous and widely used instruments to test one's personality. Now, it is mainly used in clinical psychology and in psychological research. So, experts of FHM Competence Centre have decided to integrate this instrument based on their empirical experiences in the whole BBI design, as it directly covers the need to assess SMEs successors in tourism.

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[2] Baron-Cohen, S. (2000): The "Reading the Mind in the Eyes" Test Revised Version: A Study with Normal Adults, and Adults with Asperger Syndrome or High-functioning Autism. In: J.Child Psychol.Psychiat. Vol. 42, No. 2, pp. 241±251, 2001. Online available: http://docs.autismresearchcentre.com/papers/2001_BCetal_adulteyes.pdf.

Originally, the FPI was designed by 4 questionnaires (FPI-R, FPI-A, FPI-B and FPI-K) tested on a sample group of 2.300 study participants throughout whole Germany. After two revisions, the final version was published in 2001: Now, FPI-R covers 138 items with a representative sample group of 3.740 participants. The standards are structured according to gender and seven age groups.

Based on these remarkable pre-studies our BBI Tool 4 has 10 personality traits that were of severe importance in research and practical diagnostics. Moreover, the FHM Competence Centre considered its value based on different literature and expert opinions. Its objective was getting a best pragmatic construction as possible. With 2 dimensions of personality, comparable with opinions of Hans Jürgen Eysenck, the BBI Tool 4 was completed: Extraversion and Emotionality. All of these resulting 138 items (questions) shall be answered "true" or "not true".

Afterwards, all given responses are assessed according to 12 so called "factors":

1. self-contentment
2. social orientation
3. performance orientation
4. inhibition
5. impulsiveness
6. aggressiveness
7. stress (physically and psychically)
8. physical trouble
9. worries about health
10. openness
11. extraversion
12. emotional destability

This scale – these 12 factors – could be reproduced throughout all field trials, even after being completely re-analysed and re-structured in 1984. This way, the scale has been developed as a concept of self-description, which shows proven validity in all occasions.

Between these factors and the (objectively) observable behaviours, as well as sociodemographic-, professional- and clinical characteristics several correlations exist, which are important to assess our company successors in SMEs.

Nevertheless, as they are based on *self-evaluation and self-assessment*, given answers could have been influenced by perception, social desirability or tendencies in responding. Still, the FHM Competence Centre developed certain evidence for validity and significance of the BBI study results. The comparison of the representative data inquiry conducted in 2001 validated the structure of FPI-R, methodological statistics, reliability of used factors and also the standards.

The FHM Competence Center already has been using this instrument in an adapted way several times. The scale has proven its functionality and gave evidence of its reliability and validity. Today, 148 standardized items are correlated in these 12 factor categories (10x12+2x14, 11 Redundancies).

With the comparative view on our questionnaire "Best Boss Pre-Inventory" we have 20 factors with 92 items in some item-based model of factor analytics as well.

Due to 11 redundancies, 148 items appear in this study, which can be correlated with the results of BBI Tools 1, 2 and 4, leading to the final conclusion. Stanine (an average value model coinciding gender perspectives) are the reference basis for individual cases, allowing the individual participant a first interpretation of each test.

After we have this pool of all the individual representations we can get the collective representation of our participants. This is the idea behind the concept of the BBI Tool 4.

This result is yet to be categorized in several question groups. Moreover, the factors correlate among each other: e.g. high self-contentment generates accordingly high social- and performance orientation and means low values for inhibition, stress or physical discomfort. Also, worries about health care are a minor objective, whereas emotional destability is well-marked. And all these factors are the pre-condition for our competencies and the results at all.

With these self-assessments, several approaches appear for the individual, as well as the collective representation. Sociable and open-minded company successors are more likely to win over employees and other stakeholders. Adequately, company successors with high achievement- and social orientation (especially in tourism) surely act as a role model for staff and are preferred to other competitors. Therefore, company leaders should present themselves as stable personalities without any psychosomatic disorders or being easily overwhelmed. This means, leaders with distinct satisfaction and motivation for their profession are emotionally stable and can react socially flexible, as they are open-minded and non-aggressive. It is obvious that this is one of the basics to be a successful company leader in tourism-related SMEs.

The figure is getting even clearer, as soon as the meaning of each characterization is reflected. Following table shows all characteristics shortly explained:

Figure 11: "Contentual details to classification of BBI Tool 4"

self-contentment	
High scoring:	General life satisfaction; good relationships to partner and friends; fully satisfied in the job; mostly in a good mood; balanced; self-confident; doesn't want to live a different life when looking back; general positive way of life
Low scoring:	Dissatisfaction with current or previous living conditions, partnerships or jobs; participants are of the opinion that they're not achieving what they're actually meant to; always musing about their life; depressed mood and negative way of life
Influential variables:	Low dependency on age and gender
Correlations to other factors:	a) High self-contentment means high performance orientation and correlates with low physical trouble b) Low self-contentment correlates with low performance orientation as well as high physical troubles

social orientation	
High scoring:	Participants feel a social responsibility for others; express their willingness to help; remorse about their own wealth in comparison to others; willing to donate money to social institutions
Low scoring:	All are responsible for themselves; government is responsible for social welfares; pleas for money are troublesome
Influential variables:	Low dependency on age and gender
Correlations to other factors:	Factor contains more or less expression of social caring and helpfulness: - Scale is nearly independent of all other scales - just some small correlations to aggressiveness (negatively) - low correlation with openness

performance orientation	
High scoring:	Achievements are important components of participants life; "go-getter"; energetic; manage things quick and efficiently; like competition; occupational tasks are more important than leisure activities
Low scoring:	Low ambition or competitive behavior; passive workers; occupational success is less important
Influential variables:	Low dependency on gender; further dependency on age: middle agers are revealing higher scores in performance orientation
Correlations to other factors:	Factor covers individual differences of performance orientation in- and outside occupational environment High performance orientation correlates with high self-contentment as well as low impulsiveness

inhibition	
High scoring:	Prefer staying in the background during festivities; they dislike standing in front of groups giving speeches or presentations; easily afraid and shy; dislike being with foreign people as they're not easily getting into talking
Low scoring:	Participants are sociable and approachable; like to go to others / foreign people chatting with them; are self-confident in dealing with groups
Influential variables:	Low dependency on age, gender or graduation
Correlations to other factors:	Factor reflects social inhibition, timidity as well as a lack of self-assurance and anxiety: Correlation with physical troubles

impulsiveness	
High scoring:	Easily excitable and irritable; participants often can't control their anger and are going to be aggressively threatening; react sensitively and hastily even when it's not important
Low scoring:	Participants have high serenity, patience and keep calm in stressful situations
Influential variables:	Low dependency on gender or age
Correlations to other factors:	Factor covers temperament of participants, going along with aggressive moods and general dissatisfaction - Clear correlation with high aggressiveness, stress and low self-contentment - correlation with openness; same scale as aggressiveness

aggressiveness	
High scoring:	Participants show tendency to aggressive assertions (e.g taking fun in showing mistakes of others); react easily irritated
Low scoring:	Restrained passively acting; aggressively inhibited; can control themselves to not acting aggressively
Influential variables:	Low dependency on gender and graduation; higher dependency on age (young men show highest results)
Correlations to other factors:	a) Correlation to impulsiveness b) High correlation to openness (aggressive tendencies in behavior and unashamed admittance of daily mistakes; lower quantity of aggressive expressions in correlation with low openness / leaving a good impression)

stress	
High scoring:	Participants feel highly engaged and busy; they have a lot of tasks; feel heavy stress and time pressure during their work; work really hard and would like to avoid some of these tasks to enjoy more leisure time; high feeling of stress can lead to nervousness, overextension, languor or exhaustion
Low scoring:	Participants feel lowly engaged or stressed; they're up to their tasks and can do them without rush or nervousness; low stress is experienced physically and psychically as well
Influential variables:	Low dependency on gender and age
Correlations to other factors:	Scale covers individual differences of subjectively experienced stress or overextension High correlation to impulsiveness; correlating with self-contentment as well as physical troubles

physical trouble	
High scoring:	Participants have a disturbed feeling of their physical general condition, sleep disorders, sensitivity to changes in the weather and headaches; there are specific complaints about certain problems as well: irregular heartbeat, sweat attacks, sensitive stomach or nervous twitch
Low scoring:	Participants complain about troubles and discomfort
Influential variables:	The variables depend on gender and age. Women and the elder have much more risk of getting physical problems.
Correlations to other factors:	The scale shows us the relative frequency of the physical problems: Some of the physical problems can be caused by organic illness; some of the physical problems can also be caused by symptomatic problems; many of the physical problems correlate with low life satisfaction, high self-consciousness and too much requirement.

worries about health	
High scoring:	Participants are health-conscious and -concerned; try to avoid risks of getting ill through taking good care of themselves; acquire medical knowledge on their own (tends to being hypochondriac); participants see the doctor when feeling bad although being sceptical
Low scoring:	Participants don't worry too much about their health; they don't care about general possibilities to get ill, take it easy
Influential variables:	Dependency on age increases significantly with increasing age.
Correlations to other factors:	Scale shows the striking tendency to get worried about health, infection and other risks Lower correlation to physical troubles.

openness	
High scoring:	Participants admit a number of small weaknesses (slight lies, arriving lately, adjourning of important matters, etc.); deviations from "good manners" are openly and unembarrassed acknowledged; participants see no specific violations in their behavior
Low scoring:	Participants take customs and conventions seriously, try to leave a good impression (this could have different motives: lack of self-criticism, intention to get rid of socially undesirable behaviors).
Influential variables:	Dependency on age, young participants show more openness.
Correlations to other factors:	Substantial correlation to aggressiveness, low self-contentment and higher impulsiveness.

extroversion	
High scoring:	Participants describe themselves as sociable and impulsive; like talking with others and take part in social activities; they are adventurous and lively; willing to take tasks or even take the lead in joint activities.
Low scoring:	Participants hold themselves back in social activities and they prefer to stay alone; they are generally quiet, serious and less talkative.
Influential variables:	Dependency on age, young participants are more outgoing.
Correlations to other factors:	High correlation to lower inhibition (3 items identical), high correlation to high performance orientation (2 items identical) and aggressiveness (1 item identical).

emotional destability	
High scoring:	Participants recognize many problems and inner conflicts; on the one hand they are easily irritable and sensitive, on the other hand they are feeling faint or impassive; have trouble cooperating with other; often change their mood; they are often pondering about their living conditions and prone to daydreams; feel that they are not understood by friends, family or colleagues; worry about their health-condition, often feel nervous or psychosomatic disturbed.
Low scoring:	Participants are satisfied with themselves and their lives; take things easy; less worries about their health-condition and inner conflicts.
Influential variables:	Dependency on gender, women show higher scores.
Correlations to other factors:	The scale detects essential components of personality and emotional lability. Substantial correlations between emotionality and low self-contentment (1 item identical), higher values in impulsiveness (1 item identical), higher level of stress (1 item identical), higher score in physical troubles, higher values of worries about health and higher inhibition.

Keeping the details of each factor in mind, the interpretation of the result is going to be more understandable. Each factor is somehow correlating with the others. This way, all of them are valuated and BBI Tool 4 is expressing and validating the core personality of the participants. This is evaluating the results of the leaders' type as well as it completes the test result in general. The full potential rests in the combination with the Best Boss Tools 1 and 2, as this is the specialty of BBI.

5.4 Correlation of the BBI-Tools

Combining all measurements and their individual correlations among each other, subtle preferences in behaviour and personality traits are identifiable (= reliability). This is intensified with the help of collective representations (generated through discrete quantity of information). Especially the leadership factors, result of personality traits, within BBI Tool 1 and 2 provide differently propositions according to current leaders' abilities in decision-making and the actual leading-process. Strengths

and weaknesses of the leaders' type can be reflected when considering the basic population. Like this, they provide important information, clarifying which specific characteristics are typical for the sample group of SMEs in tourism regarding their behaviour in leadership, decision-making processes, performances and social manners.

Now, the next step is the comparison of these grouped classes of different leaders' types. Result is the clarification of currently indistinct interpretations - developing into general and individual key success factors in successors' behaviour adaptable in SMEs especially in tourism. These traits shape a specific competence-net according to the characteristics of the stratification, which is the basis for using the BBI Tool Box.

Coherences and experiences are obvious within the BBI Tools 1-4. Not only the structure of measurements and the general setup are plausible, yet our own perception in daily life and convictions gave evidence to the Tools.

Yet, individual competencies or a competence net, useful for company succession, has not been described by FHM Competence Centre so far. This means, now, based on the previous analytical results, competence nets shall be developed, capturing successful SME-leaders' abilities and behaviours.

5.5 Development of a competence net

In the study conducted by experts of FHM Competence Centre[3] different quality sections have been developed with the help of specific literature and in cooperation with the Ministry of Science. These sectors embrace several categories covering management of cooperation, responsibility of leadership or strategic development of companies. Like this, operations of company successors in touristic SMEs shall be critically reflected according to management aspects. In the materials, quite a few categories of abilities were mentioned, which shall be explained further on as short example how sections of leadership and their attributions were matched together:

Management of cooperation is necessary when dealing with other institutions, companies, suppliers or competitors in the whole tourism sector. This leads to a profile of certain abilities and expertise profiles, such as certain professional experience, ability of cooperation and informing one's self as well as others, general knowledge or initiative.
Responsibility of leadership gets obvious, for example, when leaders become role models due to their values and behaviours. The adequate ability and skill profile then consists of the abilities to solve conflicts and finding consensus, team-leading, integration and loyalty as well as knowledge how to assess one's self or others. This is one of the main points to be regarded when dealing with SMEs in tourism.
Similarly, several sections of leadership are described with their individual ability and skill profiles.

This way, different abilities can be affiliated to leaders and finally collected within the competence profiles. Following this, the characterization of different leadership sections and their individual task-, role- and functional assignments shall be arranged according to their already allocated ability- and skill sections.

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[3] Fischer, N., Fischer, T. (2014): Führung und Professionalität. Wie erfolgreiche Schulleiter ticken. Aachen (2014), p.308.

On this basis, the measured factors of the BBI study are correlated among each other to determine the characteristics of the individual competence profile. Using the scaling of the determined competence groups there is the quantitative connection to the factors, which results in competence indexes. These indexes justify severe differences in leaders' behaviours. Specific literature and professional experience of FHM Competence Centre are the basis for this compilation and scaling[4]. Thus, differentiated ability- and skill attributes of company successors can be summarised and correlated among each other resulting in greater profiles.

Therefore, mentioned in BBI Tool 1 and 2, following competencies are considered important:

- Professional competence
- Methodological competence
- Media competence
- General knowledge competence
- Social competence
- Self-competence
- Emotional competence and Empathy
- Competence in traditional behaviour
- Practical competence

On the one hand, these competencies are relevant as they constitute the scopes of leadership and are adequately useable for the factors in BBI Tools 1 and 2. Due to previous studies of FHM Competence Centre the results consist of suitable proposals for differentiating and scaling, which enables the BBI Tools to give reason in the dimension of quantifiable competence indexes.

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[4] Fischer, N., Fischer, T. (2014): Führung und Professionalität. Wie erfolgreiche Schulleiter ticken. Aachen (2014), p.310.

Now, following attributions are possible:

Figure 12: "Attributions of competence sectors"

Competence sector	Ability- and skill attributes
Professional competence	- Specific professional knowledge - Professional experience - Mobilization of knowledge - Analytical assessment ability
Methodological competence	- Flexibility facing new challenges - Problem-solving ability - Ability to inform one's self and others - Organisational and planning skills
Media competence	- Specific EDP-knowledge - Self-learning competence supported by EDP - Organisation of knowledge
General knowledge competence	- Unspecific EDP-knowledge - General knowledge - Foreign languages
Social competence	- Ability to work in a team - Communicative skill - Ability to sooperate - Sociableness and social orientation - Ability to deal with conflicts
Self-competence	- Independent working ability - Independent thinking and decision-making - Physical resilience - Psychical resilience - Ability of self-assessment - Creativity and inventiveness
Emotional competence and Empathy	- Ability to emphasize - Perception - Cognitive and emotional empathy - Emotional assessment
Competence in traditional behaviour	- Loyalty - Initiative - Punctuality - Assertiveness - Obedience
Practical competence	- Constructive comprehension - Physical and psychical skills

For determining these ability- and skill attributes quantitatively, several studies took place in SMEs[5]. The results are presented in the following:

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[5] Maurer, H., Gurzeler, B. (2007): Handbuch Kompetenzen für Lehrpersonen. Bern 2007, S. 9.

Figure 13: "Quantitative attributions of competence sectors concerning their significance"

Competence sector	Ability- and skill attributes	Significance
Professional competence **C∅ = 0,58**	- Specific professional knowledge - Professional experience - Mobilization of knowledge - Analytical assessment ability	**68% or 0,68** **53% or 0,53** **42% or 0,42** **70% or 0,70**
Methodological competence **C∅ = 0,51**	- Flexibility facing new challenges - Problem-solving ability - Ability to inform one's self and others - Organisational and planning skills	**73% or 0,73** **53% or 0,53** **44% or 0,44** **32% or 0,32**
Media competence **C∅ = 0,31**	- Specific EDP-knowledge - Self-learning competence supported by EDP - Organisation of knowledge	**27% or 0,27** **14% or 0,14** **53% or 0,53**
General knowledge competence **C∅ = 0,19**	- Unspecific EDP-knowledge - General knowledge - Foreign languages	**21% or 0,21** **16% or 0,16** **19% or 0,19**
Social competence **C∅ = 0,63**	- Ability to work in a team - Communicative skill - Ability to sooperate - Sociableness and social orientation - Ability to deal with conflicts	**77% or 0,77** **63% or 0,63** **63% or 0,63** **49% or 0,49** **43% or 0,43**
Self-competence **C∅ = 0,49**	- Independent working ability - Independent thinking and decision-making - Physical resilience - Psychical resilience - Ability of self-assessment - Creativity and inventiveness	**75% or 0,75** **55% or 0,55** **46% or 0,46** **44% or 0,44** **38% or 0,38** **37% or 0,37**
Emotional competence and empathy **C∅ = 0,36**	- Ability to emphasize - Perception - Cognitive and emotional empathy - Emotional assessment	**39% or 0,39** **36% or 0,36** **32% or 0,32** **40% or 0,40**
Competence in traditional behaviour **C∅ = 0,54**	- Loyalty - Initiative - Punctuality - Assertiveness - Obedience	**70% or 0,70** **65% or 0,65** **62% or 0,62** **38% or 0,38** **34% or 0,34**
Practical competence **C∅ = 0,48**	- Constructive comprehension - Physical and psychical skills	**48% or 0,48** **44% or 0,44**

Fixed groups of SMEs provided attributions according their individual significance, as shown in this chart. This way, a differentiation between important and less important ability profiles was possible. Companies expressed which ability sections are significant for them. This discrete clustering lead to the scaling of SMEs (only considering high significance).

These attributions were further proven in several surveys and studies, e.g. in "*Manager Magazin*", "*Manager Seminare*" or "*Training and Development*".

According to these publications, social competence is one of the most-valued competencies – especially in tourism as service industry –, followed by professional competence and competence in traditional behaviour.

Unspecific general knowledge and dealing with New Media show comparatively weak characteristics. SMEs in general are of the opinion that there is no way without New Media and cultural basic techniques. Such self-evident competencies are not connected to development tasks or strategic orientation of the company.

Still, there is sufficient information concerning the determination of competence nets in leaders' development, which allows transferring these competence sections onto the factor categories of BBI Tools 1-4.

In the final stage, this model will be combined with current expectations and imaginations of the company leaders (based on the results of the questionnaire in the European Survey). This strategy could be the "gold directed way" to combine the European Survey as result of our common work frame with all results of the BBI. Doing this, the behaviour and suitability of future company successors in tourism can be interpreted and assessed. For reaching this step, the following competence indexes will help:

Figure 14: "Attribution–Matrix combining competence sectors and factor categories of BBI Tools 1, 2 and 4"

Competence sections C	Self-contentment(6,0)	Social orientation (6,2)	Performance orientation (6,8)	Inhibition (3,6)	Impulsiveness (3,7)	Aggressiveness (3,2)	Stress (5,5)	Physical trouble (3,8)	Worries about health (3,3)	Openess (4,3)	Extroversion (5,4)	Emotional destability (3,6)	Thinking (7,2)	Sensory Perception (8,3)	Judgement (7,4)	Introversion (4,8)	Feeling (8,3)	Intuition(5,0)	Perception (6,4)	Extraversion(7,4)
Professional competence Cø = 0,58	1	3,6	3,9	1	1	1	1	1	1	1	3,1	1	4,2	4,8	4,3	1	1	1	1	4,3
Methodological competence Cø = 0,51	1	1	3,5	1	1	1	1	1	1	2,2	2,8	1	3,7	4,2	3,8	1	1	1	1	3,8
Media competence Cø = 0,31	1	1	2,1	1	1	1	1	1	1	1	1,7	1	2,2	2,6	2,3	1	1	1	1	2,3
General knowledge competence Cø = 0,19	1	1,2	1,3	1	1	1	1	1	1	1	1,0	1	1,4	1,6	1,4	1	1	1	1	1,4
Social competence Cø = 0,63	1	3,9	1	1,3	2,3	2,0	1	1	1	2,7	3,4	1	4,5	5,2	4,7	1	1	1	4,0	4,7
Self-competence Cø = 0,49	2,9	3,0	3,3	1,8	1,8	1,6	2,7	1,9	1,6	2,1	4,9	1,8	3,5	4,1	3,6	2,4	4,1	2,5	3,1	3,6
Emotional competence and empathy Cø = 0,36	2,2	2,2	1	1	1	1	2,0	1	1	1,5	1,9	1,3	2,6	3,0	2,7	1,7	3,0	1	2,3	2,7
Competence in traditional behaviour Cø = 0,54	1	3,3	3,7	1,9	2,0	1,7	3,0	2,1	1,8	2,3	2,9	1,9	3,9	4,5	4,0	1	4,5	1	1	4,0
Practical competence Cø = 0,48	1	1	1	1	1	1	2,6	1	1	1	2,6	1	3,5	4,0	3,6	1	1	1	1	3,6

The competence indexes are formed due to previous references describing these attributions of abilities. Therefore, the levels of the attribution-assignment are multiplied with the preference value (numeric). Moreover, the average value of the competence section is calculated. Competence sections are termed as C, factor categories as F. Result is the following formal structure of each

competence index: C_j C_i $j = \dfrac{\sum\limits_{i=1}^{20} F \ C_{\varnothing j}}{n}$ with j = 1,…,9 according to the 9 competence sectors

discussed in this paper. According to this, the following competence indexes can be devoted for the general selective approach. They are reference points in their absolute value, e.g. for the selection of personnel and therefore for selecting suitable company successors. Yet, the values offer none information whether the individual competence section is high or low distinctive.

Figure 15: "Competence indexes according to the BBI Tools"

Competence sections	K_j
Professional competence	4,0
Methodological competence	3,4
Media competence	2,2
General knowledge competence	1,3
Social competence	3,5
Self competence	2,8
Emotional competence and empathy	2,2
Competence in traditional behaviour	3,0
Practical competence	3,3

With the numeric competence scoring describing a competence net at a quantitative level the BBI is full completed and its validity evidenced. With this, an imagination of the further development within this study is shown. The competence indexes can be used as part of assessment procedures concerning business development as the results of the tests can be compared to current opinions of company leaders in touristic SMEs. They offered existing perceptions of evaluation referring to cooperation management, leaders' responsibilities or strategic orientation for SMEs.

The validity of the competence-strengths gets more detailed structures when considering individual ability levels. Furthermore, the BBI Tools provide concrete correlations to the individual ability levels of existing evaluation perceptions.

6 In a few words

The BBI Tools have demonstrated which characteristics in attitudes and behaviours activate current company leaders to reach key success factors in their management positions. This way, the generated competence indexes provide profound indications on qualification- and competence profiles of leaders who are already established in their professional behaviour. This study will show clearly defined competence profiles that shape the organisational and administrative management in touristic SMEs.

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